Pupil premium strategy statement – Leigh C of E Academy 2026-2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	205 (N-Y6) 193 (R-Y6)
Proportion (%) of pupil premium eligible pupils	92 children = 47.7%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025 - 2028
Date this statement was published	Dec 2026
Date on which it will be reviewed	Dec 2027
Statement authorised by	Lynn Lee
Pupil premium lead	Sarah Tyrell
Governor / Trustee lead	Erin Gilmour

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122450
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£122450

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve attainment and outcomes for disadvantaged pupils at Leigh so that they and are closer to the national average, thereby closing the gap between disadvantaged and non-disadvantaged pupils.

Our approach is responsive to both common challenges and our pupils' individual needs. While aware of the national picture of the challenges that many disadvantaged pupils may face (based on statistics and research), we use diagnostic assessment, not assumptions, to identify the challenges and needs of our pupils at a whole school, class and individual level.

Through assessment and investigation, we have identified four key challenges that drive our strategy plan for this year:

1. Maths attainment
2. Attendance
3. Social, emotional and mental health needs – maintain provision
4. Parental Engagement

Based on Marc Rowland's approach of considering what schools have the most power to change, our main approaches will focus on addressing challenges 1 and 2 whilst actively supporting SEMH needs and working with families to engage with their child's learning.

Our expectation at Leigh is that all pupils, irrespective of background or challenges they face, will develop functional maths and problem solving skills in order to support their future learning and future lives. We have selected an evidence based maths mastery scheme to ensure that all skills for maths are taught using evidence based teaching methods and the spiral curriculum ensures children build on prior knowledge. We have developed clear and effective systems to assess children's maths skills. This ensure that we quickly identify gaps and challenges, and use this to select evidenced-based appropriate interventions to close the gaps. We will empower and skill our parents to enable them to support their children with learning key maths skills.

Our expectation at Leigh is that all pupils are supported and encouraged to achieve their individual highest possible attendance. Policies, systems and procedures are in place to support children and their families to achieve this. To encourage good attendance, we ensure that Leigh is a place to which the children want to come, where they are respected and valued, where their needs are recognised and supported and

where they can experience success within a rich, relevant and diverse curriculum. Working with families and external agencies is paramount.

Our expectation at Leigh is that all pupils, irrespective of background or challenges they face, will increase their own social, emotional and mental health awareness. They will be taught the skills to identify, discuss, regulate and manage their own thoughts, feelings and behaviours in order to participate fully in their school, home and wider society. They will be empowered by staff and the school ethos to feel more confident and resilient.

Statistics show that Parental involvement is a greater indicator of pupils' attainment that social economic background. At Leigh, we have increased the low stakes, non-threatening, invitational opportunities for our parents to engage with school life. Our next steps aim to increase parental understanding of what their child is learning, how they learn and how parents can help.

The approaches we have adopted complement each other and help pupils to excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged to aim ever higher in the work they are set and provide appropriate scaffolds to enable them to achieve.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<u>Maths</u> Our Maths scheme (Maths No Problem) is evidence-based and has been in place for several years. External and internal monitoring (maths hub, governors, Trust leaders, partner school) show that there is validity to the scheme – lessons are being taught well, pupils are engaging and the scheme is being consistently applied. We engage with our local maths hub and allow additional time in the afternoons, outside of the main maths lesson, to develop maths mastery. Deeper evaluation of maths outcomes of pupils show that many pupils are struggling to apply their skills **fluently** and efficiently across different problems. KS2 Maths attainment (Expected standard)

	<table><tr><td>2023-24</td><td>2024-25</td><td>2025-26</td></tr><tr><td>59%</td><td>56%</td><td>48%</td></tr></table> MTC attainment <table><tr><td></td><td>2024-25</td><td>2025-26</td></tr><tr><td>% scoring full marks</td><td>23%</td><td>40%</td></tr><tr><td>Average school</td><td>18.7</td><td>21.1</td></tr></table> The percentage of disadvantaged pupils meeting the expected standard in mathematics. <table><tr><th>Year</th><th>This school</th><th>National average</th><th>Compared with national average</th></tr><tr><td>Latest 3 year average</td><td>R</td><td>R</td><td>R</td></tr><tr><td>2025/26</td><td>R</td><td>R</td><td>R</td></tr><tr><td>2024/25</td><td>50%</td><td>61%</td><td>Close to average</td></tr><tr><td>2023/24</td><td>50%</td><td>59%</td><td>Close to average</td></tr></table>
2	<u>Punctuality and Attendance</u> Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance. This was also highlighted during our ofsted inspection: 'Attendance is below national levels, and persistent absence is above national levels. This is also the case for disadvantaged pupils. Pupils with special educational needs and/or disabilities do not attend well enough, but fewer are now persistently absent. Despite low overall attendance figures, leaders are taking effective action. They have established effective systems to track and improve attendance. Some of these systems have been recently implemented, so the impact is at an early stage. Leaders make reasonable adjustments and work with families to help individuals attend more. They understand the barriers their pupils face and implement the right support at the right time. This is helping some individuals with high levels of absence to attend school more often.' Analysis shows that children who are persistently absent, usually have several barriers to learning. Analysis shows that pupils who are not home grown are more likely to be persistently absent. <u>End of year attendance data July 2026</u> School attendance = 90.3% (down from 93.4% July 2025) Attendance of pupil premium children = 86.6% Persistent absence (less than 90%) = 26.5% See half-termly attendance monitoring reviews for greater detail.
3	<u>Social and Emotional Literacy and Regulation</u>

	Many of our children start their day in a state of dysregulation linked to their home lives. Through our nurturing and supportive ethos, many children report that school is their safe space. (see Beacon school audit report, Governor monitoring report, Academy Evaluation Day report). Staff prioritise children's physiological and psychological needs before addressing their educational needs, as described by Maslow. Our extensive universal provision for children's SEMH needs as well as targeted support, enables more children to be regulated and ready to learn. Self-esteem, managing emotions and dealing with adverse childhood experiences remain key areas of need for our children. The strategies we use are having a positive impact on our pupils and need to be sustained and build upon.
4	<u>Parental Engagement</u> Parental engagement in school life and being able to support their child's learning is important in creating positive attitudes to learning in our children. There are now a significant number of low stakes, non-threatening invitational opportunities for our parents to engage with school including: Christmas and Summer Fayres; Festive Fridays; Art and Design activities and showcases; Come and learn days; weekly celebration worship; parent coffee mornings; half termly arts worship; phonics workshops; board game afternoon. Our next challenge is to support parents to engage with learning and supporting their child with learning at home.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Challenge 1 Increase in pupil attainment in maths. Increase pupil foundational knowledge in maths. Clear intervention pathway for pupils who have gaps in foundational knowledge in maths – early identification, intervention focuses on the right element of maths based on the pupil needs, interventions are carried out with fidelity and have impact.	Identify target children to reach ARE in maths by the end of the academic year (+6% from July 2026) Measure baseline of foundational knowledge in maths – target specific children to increase this knowledge by the end of the academic year and reduce gaps.
Challenge 2 PA reduces	PA reduces by 2 percentage points by the end of the academic year, compared to end of 2025-26 (26.5%).

Attendance increases Weekly attendance monitoring enables effective early intervention to support attendance. The attendance of non-homegrown pupils improves.	Overall attendance increases by 2 percentage points by end of academic year, compared to end of 2025-26 (90.3%) Attendance of non-homegrown pupils increases by 2 percentage points by end of academic year, compared to end of 2025-26 (83.3%) Staff awareness of their role in supporting school attendance increases. Weekly attendance meetings are taking place. Interventions that take place as a result of these meetings result in improvements in attendance. All staff are aware of children who are persistently absent and individualised strategies are in place to support these families. Systems and processes are in place to support transition of pupils from other schools mid-year who have previous issues with attendance.
Challenge 3 Pupils show greater awareness of their own social and emotional needs and how to manage them. They learn strategies to support their confidence and resilience. They learn strategies to aid their behaviour for learning.	Monitoring indicates that pupils have a greater awareness of strategies to regulate their emotions. Monitoring indicates that the language used by staff supports children to self-regulate and build their confidence and resilience Monitoring indicates that pupils are explicitly taught the skills needed for positive learning behaviours. Carefully selected targeted interventions support children who need a greater level of support to manage their social and emotional needs. Inclusion assistant and Learning Mentor work to support a greater number of children to be regulated and ready to learn. They provide interventions to explicitly teach skills for managing emotions and social situations.
Challenge 4 Parents and carers gain a better understanding of how to support their child with their learning.	Workshops and opportunities to see lessons being taught enable parents to understand how they can support their child with learning. In some areas, bespoke packages of support and coaching are provided to parents. Academy website provides appropriate signposting for parents with regards to their child's learning, social and emotional needs and SEND needs. Parents support their children to engage with Mathletics and TTrock stars to support

	development of foundational maths knowledge (Measured by pupil engagement statistics).

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Foundational Knowledge tracking in maths – identification of gaps, development of daily afternoon maths sessions to address gaps. Staff CPD on foundational knowledge Purchase of Mathletics to support home learning of maths, staff CPD, pupil launch.	Improving Mathematics in Key Stages 2 and 3 | EEF Improving Mathematics in the Early Years and Key Stage 1 | EEF	1
Whole staff CPD on attendance is everyone's business and having challenging conversations about attendance	SOL Attendance Audit	2
Continue to ensure that staff are	EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	3

knowledgeable about SEMH needs and how children can be supported through professional development and coaching -Flourish training and groups for year 6 -Keys outreach support -Beacon schools support *-5 point scales* *-emotion coaching* *-Calm corners and resources*	Audits by outside agencies show that our provision for SEMH meets the needs of our children – this level of support needs to continue and be enhanced where possible (Beacon schools audit; academy evaluation day report).	

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of SEMH interventions and support groups to ensure children's needs are met, including set up costs, CPD for staff and running costs. *-Drawing and talking* *-Lego therapy* *-Socially Speaking* *-ELSA lapbooks* *-SEMHL subscription* Staffing – Learning mentor, Inclusion	Social and emotional learning | EEF (educationendowmentfoundation.org.uk) Audits by outside agencies show that our provision for SEMH meets the needs of our children – this level of support needs to continue and be enhanced where possible (Beacon schools audit; academy evaluation day report).	Challenge 3

mentor and safeguarding lead		
Foundational skills maths interventions led by TAs – Training, set up and staffing costs included	Improving Mathematics in Key Stages 2 and 3 | EEF Improving Mathematics in the Early Years and Key Stage 1 | EEF	Challenge 1
Bespoke packages of attendance support for some PA children -Educational Engagement and Inclusion team -home visits -Soft starts -AP -EBSA training for staff	Attendance interventions rapid evidence assessment | EEF (educationendowmentfoundation.org.uk)	Challenge 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school approach to supporting social and emotional wellbeing	EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	Challenge 2
Consistent implementation of the attendance policy and support for families of pupils with low attendance. -Awards -Monitoring -home visits	Attendance interventions rapid evidence assessment | EEF (educationendowmentfoundation.org.uk)	Challenge 3
Financial support to enable disadvantaged pupils to engage with all aspects of the wider school life.		Challenge 4
Bespoke packages for support for 1 or 2	Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	Challenge 2,3

children who need significant support beyond that currently available.		
Implementation of strategies to increase parents' knowledge of how to support their child with key maths skills, social and emotional literacy and self-regulation.	Parental engagement | EEF (educationendowmentfoundation.org.uk)	Challenge 4, Challenge 1, Challenge 3,

Total budgeted cost: £ *122000*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Reading attainment

Rising three-year trend for expected at KS2 in reading

(61%, 67%, 72%)

Rising three-year trend of PP children at expected in KS2 reading

(50%, 57%, 73%). Summer 2026 results put us above national for PP children meeting expected in KS2 reading which was 63%, and above similar schools nationally.

%PP children at ARE+ in reading July 2026

Y1 22%; Y2 82%; Y3 75%; Y4 78%; Y5 50%;

This shows **improvement from previous years** where attainment was below national in reading across all year groups.

SEMH

Provision continues to be good for pupils with SEMH as reported by trust monitoring visits and visits from outside agencies. Provision needs to be maintained to ensure children's needs are met and outcomes for pupils continue to improve.

Attendance

Targets not met. Ofsted inspection recognised work implemented by leaders and efforts to improve attendance in challenging context.

'Attendance is below national levels, and persistent absence is above national levels. This is also the case for disadvantaged pupils. Pupils with special educational needs and/or disabilities do not attend well enough, but fewer are now persistently absent. Despite low overall attendance figures, leaders are taking effective action. They have established effective systems to track and improve attendance. Some of these systems have been recently implemented, so the impact is at an early stage. Leaders make reasonable adjustments and work with families to help individuals attend more. They understand the barriers their pupils face and implement the right support at the right time. This is helping some individuals with high levels of absence to attend school more often.'

End of year attendance data July 2026

School attendance = 90.3% (down from 93.4% July 2025)

Attendance of pupil premium children = 86.6%

Persistent absence (less than 90%) = 26.5%

Parental Engagement

Opportunities for parents to come into the school continue to grow through coffee morning, church events and workshops. Parent uptake at these events is also increasing.

Website continues to share range of links for parents to access support and information. Newsletter continues to share successes and information.

Parents are becoming more involved in their child's learning through phonics workshops, bespoke phonics workshops.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.